

2012-2018 MISCELLANEOUS TEXTBOOK ADOPTION

Indiana

State Approved Course Titles and Descriptions

Indiana Department of Education
151 W Ohio St
Indianapolis, IN 46204

SUBJECT AREAS.....	PAGE #
Fine Arts.....	2-8
Business Education.....	9
College & Career Preparation	10
Engineering & Technology	11
Family & Consumer Sciences	11-13

VISUAL ART

(Grades Kindergarten - 3)

Subject/Course 0410 Levels K-3 ART K-3

Visual Art for Kindergarten through Grade 3 is based on the Indiana Academic Standards for Visual Art. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

VISUAL ART

(Grades 4 - 6)

Subject/Course 0410 Levels 4-6 ART 4-6

Visual Art in Grades 4 through 6 is based on the Indiana Standards for Visual Art. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students make connections between art and other disciplines. They also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community.

MIDDLE LEVEL VISUAL ART

(Grades 7 and 8 or Grades 6, 7, and 8)

Subject/Course 0410 Levels 6-8 (ART ML)

Middle Level Visual Art is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

EXPLORING MUSIC
(Kindergarten-3)

Subject/Course 0440 Levels K-3 (MUS K-3)

Exploring Music in Kindergarten through Grade 3 is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

EXPLORING MUSIC
(Grades 4-6)

Subject/Course 0440 Levels 4-6 (MUS 4-6)

Exploring Music in Grades 4 through 6 is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

INSTRUMENTAL MUSIC
(Grades 4-6)

Subject/Course 0442 Levels 4-6 (I MUS 4-6)

Instrumental Music for Grades 4-6 is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in the Kindergarten through Grade 6 Exploring Music curriculum by learning to play an instrument. The instrumental classes provide beginning instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, recorder, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop elements of musicianship including tone production, technical skills, intonation, and music reading skills. Experiences include improvising and playing by ear. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

VOCAL MUSIC
(Grades 4-6)

Subject/Course 0444 Levels 4-6 (V MUS 4-6)

Vocal Music in Grades 4 through 6 is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in the Kindergarten through Grade 6 Exploring Music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, intonation, and music reading skills. Activities

and experiences include listening to, analyzing, and evaluating music, as well as performing a wide variety of vocal literature, of many styles, from selected historical periods and cultures. Experiences in improvisation and sight-singing are also included in this course of study. Students are given opportunities to participate in performances outside of the school day that support and extend learning in the classroom.

MIDDLE LEVEL EXPLORING MUSIC
(Grades 7 and 8 or Grades 6, 7, and 8)

Subject/Course 0440 Levels 6-8 (MUS ML)

Middle Level Exploring Music is based on the Indiana Academic Standards for Exploring Music. Students taking this course are provided with activities that build on Kindergarten through Grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

MIDDLE LEVEL INSTRUMENTAL MUSIC
(Grades 7 and 8 or Grades 6, 7, and 8)

Subject/Course 0442 Levels 6-8 (I MUS ML)

Middle Level Instrumental Music is based on the Indiana Academic Standards for Instrumental Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom.

MIDDLE LEVEL VOCAL MUSIC

(Grades 7 and 8 or Grades 6, 7, and 8)

Subject/Course 0444 Levels 6-8 (V MUS ML)

Vocal Music is based on the Indiana Academic Standards for Choral Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

High School Course Titles and Descriptions

Music Course Titles

MUSIC HISTORY AND APPRECIATION

4206

(MUS HIST)

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

MUSIC THEORY AND COMPOSITION (L)

4208

(MUS THEORY)

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Theatre Arts Course Titles

ADVANCED ACTING (L)

4250

(ADV ACTING)

Advanced Acting is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

ADVANCED TECHNICAL THEATRE (L)

4252

(ADV TECH TH)

Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

ADVANCED THEATRE ARTS (L)

4240

(ADV THTR)

Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

THEATRE ARTS (L)

4242

(THTR ARTS)

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

THEATRE ARTS HISTORY

4246

(THTR ART HST)

Theatre Arts History is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts History read and discuss significant plays from various periods and explore the interrelationship between theatre and history. These activities should incorporate elements of culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

Visual Arts Course Titles

ADVANCED ART HISTORY

4020

(ADV ART HST)

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to

other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They utilize the resources of art museums, galleries, and studios, and identify art-related careers.

ADVANCED THREE-DIMENSIONAL ART (L)

4006

(ADV 3D ART)

Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

ADVANCED TWO-DIMENSIONAL ART (L)

4004

(ADV 2D ART)

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

ART HISTORY

4024

(ART HIST)

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

DRAWING (L)
(DRAWING)

4060

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

INTRODUCTION TO THREE-DIMENSIONAL ART (L)
(3D ART)

4002

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

INTRODUCTION TO TWO-DIMENSIONAL ART (L)
(2D ART)

4000

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

BUSINESS EDUCATION

MIDDLE SCHOOL BUSINESS AND INFORMATION TECHNOLOGY

0494

(BUS IT ML)

The Indiana Business and Information Technology Middle School Curriculum provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. This curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal finance/economics, and entrepreneurship. The performance expectations and instructional strategies for each area provide many opportunities to engage students in learning and applying technology as a tool. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade.

ACCOUNTING I

4524

(ACC I)

Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

BUSINESS FOUNDATIONS

4518

(BUS FND)

Business Foundations is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

COLLEGE AND CAREER PREPARATION

EXPLORING COLLEGE AND CAREERS, MIDDLE LEVEL

0493

(EXP CC ML)

Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including exploring the 16 national *career clusters* and Indiana's College & Career Pathways, and begin to determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers.

PREPARING FOR COLLEGE AND CAREER

5394

(PRE CC)

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

PERSONAL FINANCIAL RESPONSIBILITY

4540

(PERS FIN)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

ENGINEERING AND TECHNOLOGY

MIDDLE SCHOOL ENGINEERING AND TECHNOLOGY

0490

(TECH ML)

Technology (& Engineering) Education at the middle level provides students with hands-on, problem based learning opportunities that introduce the principles to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. The curriculum is designed for 36 weeks. Instruction may be divided into two 18-week or three 12-week courses. Activities are focused on content related to engineering and technology as a body of knowledge, using resources and actions to: (1) apply engineering design (2) use processes to produce artifacts and systems, (3) use devices, tools and systems safely and appropriately (4) assess impacts on society and the environment. Students learn that *technology* is a *system* and that the four technological actions are universal to all technologies. Activities develop the students' abilities to:

1. *Describe the structure and impact of engineering and technology in communication, construction, manufacturing, and transportation technologies.*
2. *Understand how engineering and technology is a system comprised of inputs, processes, outputs, feedback, goals, and impacts.*
3. *Apply technical processes and materials to manufacture products and construct structures.*
4. *Use a variety of technical means to design, produce, analyze, and deliver messages.*
5. *Design and construct models of energy, power & transportation systems and devices.*

FAMILY AND CONSUMER SCIENCES

MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES

0492

(FACS ML)

Family and Consumer Sciences (FACS) at the middle school level prepares students to begin their journey toward becoming independent, productive citizens. The Middle School Curriculum includes standards for 5 units of study that are essential for ALL students:

- Life and Careers
- Financial Literacy
- Nutrition and Wellness
- Human Development
- Relationships

It is the aim of Family and Consumer Sciences courses that all students increase their ability to act responsibly and productively, work cooperatively, apply concepts of balancing school/work and family, create solutions to critical and emergent issues, utilize technology effectively in personal and family settings, and maintain healthy lifestyles. Family and Consumer Sciences provides the bridges needed by all students to deal with life issues.

CHILD DEVELOPMENT AND PARENTING

5362

(CHLD DEV)

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

INTERPERSONAL RELATIONSHIPS

5364

(INTRP RLT)

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

NUTRITION AND WELLNESS

5342

(NTRN WLNS)

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is

recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.